

CHAPTER I

INTRODUCTION

A. The Background of Problem

Reading is an important skill that must be improved by students in learning English. Hasibuan and Ansyari said that traditionally, the purpose of learning to read in a language has been to have access to the literature written in that language. This approach assumes that students learn to read a language by studying its vocabulary, grammar, and sentence structure, not by actually reading it.¹ Actually, reading is not only a process of identifying text structure, grammar and its vocabulary but also understand the meaning of the text contextually. It means that reading comprehension needs long and many processes.

English is also learned in Junior High School 1 Tembilahan Hulu. It includes listening, speaking, reading and writing. Based on the School Based Curriculum (KTSP), the purposes of teaching English are as follows:

1. Developing communicative competence in oral and written form to achieve functional level in listening, speaking, reading and writing.
2. Having awareness about the sense and the significance of English in order to increase national competence in global society.
3. Developing understanding of students about the relationship between language and culture².

In this research, the researcher just focuses on Reading. In teaching and learning English process, reading skill is one of the language skills that needs to

¹KalayoHasibuanandM. Fauzan Ansyari. *Teaching English as a Foreign Language (TEFL)*. Pekanbaru: Alfa RiauGraha UNRI Press.2007.p.113

²Depdiknas. *Standar Kompetensi*. Jakarta : unpublished. 2003. P.35

be mastered by all of the students. Reading is an activity that needs a process and a purpose. In reading, there are three processes including static purpose, they are pre reading, while and post reading. In order to accomplish students' needs toward reading, School Based Curriculum (KTSP) provides reading as one skill of the English standard competences that must be taught and learned in Senior High School.³

SMP N 1 Tembilahan Hulu is one of Junior High Schools in Tembilahan. Reading is taught to all levels, from the first level into the third level. Reading is taught twice a week with duration 90 (45x2) minutes for each meeting. The passing score (KKM) in Senior High School 1 Tembilahan is 6.90. Based on the syllabus of State Junior High School 1 Tembilahan Hulu, the based competence in Reading English refers to capability of the students respond the meaning and rhetorical step in the simple short essays accurately, fluently and acceptable related to the students' closest environment in the form of descriptive text and recount text.⁴ In teaching learning process especially in reading skill the teacher gives lessons based on the reference books. They do reading practice based on the topic such as dictation, discussion and playing game. The teachers gave the texts and then teacher asked them to answer questions. Ideally, the students were able to identify the general information, the students were able to answer the questions of meaning vocabulary, students were able to identify generic structure. In fact, their comprehension in reading descriptive text was still far from the expectation of the curriculum.

³Department Pendidikan Nasional, *Standard Kompetensi Mata Pelajaran Bahasa Inggris SMP dan MI*, Jakarta, Balitbang, , 2003

⁴Silabus Bahasa Inggris SMP N 1 Tembilahan Hulu

An effective teaching there is a good relationship between teacher and students, so the teacher is required to design an English course as clearly as possible in order to get students' understanding about the topic that is being taught. An effective teaching, according to Longman Dictionary, must refer to language teaching methodology which refers to three stages in a language lesson, called PPP models:⁵

- a. Presentation stage: the introduction of new items, when their meanings are explained, demonstrated, etc., and other necessary information is given.
- b. Practice stage (also repetition stage): new items are practiced, either individually or in groups. Practice activities usually move from controlled to less controlled practice.
- c. Production stage (also transfer stage, free practice): students use the new items more freely, with less or little control by the teacher.

From the explanation above, the researcher concludes, in presentation phase is controlled by the teacher, the teacher gives instruction to the students to imagine the text clearly to the students. The teacher might use text and chart or map, to make the students enjoy during learning processes; after that the teacher asks the students to do the practices and revise that they reread, if they have problems when complete the practices, during the practice stage, the students apply the learning strategies, in order they can produce their learning outcomes.

Furthermore, during preliminary study at State Junior High School 1 Tembilahan Hulu. The researcher found some problems in teaching and learning English. The researcher found that some of students at State Junior High School 1 Tembilahan Hulu had problem in learning English especially in comprehending a

⁵Jack C. Richards and Richard Schmidt. *Longman Dictionary of Language Teaching And Applied Linguistics, Third Edition*. London: Pearson Education Limited, 2002, p. 448

descriptive texts such as the students were not able to find the meaning of the word.

It can be seen from the following phenomena:

1. Some of the students cannot identify the topic of descriptive text.
2. Some of students cannot identify word reference in text.
3. Some of students cannot identify generic structure of text.
4. Some of students cannot make inference from the reading text.

In reading, there are many ways done by the teachers to improve the students' reading comprehension. The students need an appropriate approach, strategy, method and technique to help them to resolve their problem in reading and it has the difference, Celce Murcia said that⁶ An approach to language teaching is something that reflects a certain model or research paradigm-a theory, a method is a set of procedures, it more specific than an approach but less specific than technique, a technique is a classroom device or activity and thus represents the narrowest of the three concepts, and a strategy is procedures used in learning, thinking, etc. Meanwhile, when learning English process the researcher still found that the students felt bored its cause when teaching reading the teacher used monotonous strategy which can make the students were not interested in teaching and learning reading process and they did not know the component of reading.

Based on the phenomena above, the researcher wants to take new model in learning English that can improve the students' comprehension in reading

⁶Marianne Celce Murcia. *Teaching English as a Second or Foreign Language Language*, third ed, Boston, Heinle And Heinle, 2001, p. 5

text which called an interactive instructional model. Keesee said that this strategy is relies heavily on discussion and sharing among participants.⁷

The interactive instructional model is to enhance the text comprehension and content-area learning of students with learning difficulties. This model relies on semantic feature analysis and uses relationship maps.

Therefore, the researcher was interested in carrying out the research entitled: **The Effect of Using Interactive Instructional Model toward Reading Comprehension of the Second Year Students at State Junior High School 1 Tembilahan Hulu.**

B. The Definition of Terms

To avoid misunderstanding the researcher presents the definition of terms as follows:

1. Interactive Instructional is a model to design model that binds an application together in a way that supports the conceptual models of its target users.⁸ In this case, the researcher's strategy is used to solve the students' problem in reading comprehension especially in descriptive text.
2. Reading Comprehension is the ability to understand something especially written.⁹ It means that the students should be able to

⁷<http://teachinglearningresources.pbworks.com/w/page/19919560/Instructional%20Approaches>.retrieved on 12 desember 2013

⁸Jim Nieter. 2012. <http://Defining%20an%20Interaction%20Model%20%20The%20Cornerstone%20of%20Application%20Design%20%20%20UXmatters.htm#sthash.42uudIkK.dpu> f. retrieved on 20 desember 2013

understand what they read. In this research, reading comprehension focused on understanding descriptive text of the second year students of State Junior High School 1 Tembilahan Hulu.

C. The Problem

1. The Identification of Problem

There are many problems identified by the writer:

- a. Some of the students cannot identify the topic of text
- b. Some of the students cannot identify word reference in text
- c. Some of the students cannot identify generic structure of text
- d. Some of the students cannot make inference from the text
- e. Some of the students have limited vocabularies

2. The Limitation of Problem

Based on the Identification of the problem above, the problems of the research are limited on the students' problem in identifying topic, identifying word reference, making inference from the text and teacher's appropriate strategy using Interactive Instructional Model to improve students' reading comprehension in descriptive text of the second year students at State Junior High School 1 Tembilahan Hulu.

3. The Formulation of Problem

The problems of this research are formulated in following questions:

- a. Is there any significant difference of students' reading comprehension before being taught by using interactive instructional model for experimental class and without using interactive

instructional model for control class of the second year students at State Junior High School 1 Tembilahan Hulu?

- b. Is there any significant difference of students' reading comprehension after being taught by using interactive instructional model for experimental class and without using interactive instructional model for control class of the second year students at State Junior High School 1 Tembilahan Hulu?
- c. Is there any significant effect of using interactive instructional model toward students' reading comprehension of the second year students at State Junior High School 1 Tembilahan Hulu?

D. The Objective and Significance of the Research

1. The Objectives of the Research

- a. To find out the data about significant difference of students' reading comprehension before being taught by using interactive instructional model for experimental class and without using interactive instructional model for control class of the second year students at State Junior High School 1 Tembilahan Hulu.
- b. To find out the data about significant difference of students' reading comprehension after being taught by using interactive instructional model for experimental class and taught without using interactive instructional model for control class of the second year students at State Junior High School 1 Tembilahan Hulu.

- c. To determine the effect of using interactive instructional model toward students' reading comprehension of the second year students at State Junior High School 1 Tembilahan Hulu.

2. The Significance of the Research

These research activities are significantly carried out for the following needs:

- a. To give some contribution to the students in order to improve students' reading comprehension in descriptivetext.
- b. To enhance the researcher's knowledge about teaching reading by using Interactive Instructional Model.
- c. To fulfill one of the requirements to finish the researcher's study in English Education Department of State Islamic University of Sultan Syarif Kasim Riau.